DOCUMENT RESUME

ED 084 181 SO 006 463

TITLE	Third Operational Year. End of Grant Period. Report of a Center for the Development of Localized Materials.
INSTITUTION	Madison Joint School District 8, Wis.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Center for Research and Program Development.
PUB DATE	15 Jul 70
NOTE	60p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Resources; *Community Study; *Curriculum Development; *Curriculum Evaluation; Field Studies; Formative Evaluation; Human Resources; *School Community Relationship; Summative Evaluation
IDENTIFIERS	*Localized Materials

ABSTRACT

The project developed localized instructional materials about Madison and Wisconsin in an effort to help preserve the community's talents and cultural and educational resources for greater student use over an extended period. Teachers and coordinators field tested and evaluated the materials in thirty-four school districts. Children, from urban, suburban, and rural areas, used materials in the form of slide sets with scripts, narrative tapes, guidebooks, pictures, charts, bulletin board displays, and other resources which were designed to make them aware of their community, of community problems, government, the natural environment, the arts, history, and vocational opportunities. Different types of evaluation consisted of classroom and community advisor's evaluation, telephone surveys, and workshop evaluations by principals and teachers. Unpredicted outcomes for the 1969-70 year included a growing number of requests from outside the project area, and 31,470 persons using the materials within the project area. Teachers, in their favorable and enthusiastic comments about the project, stated that changes occurred in ways that students perceived their community, more parents were involved, and students gained more specific information on which to base their decisions. The project will be continued with local support under the Madison Public Schools' Curriculum Department. (SJM)

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TITLE

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ESEA

1969 1970

LOCAL MATERIAL

Madison, Wisconsin

SP 006 463

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PROJECT

EVALUATION & DESCRIPTION

ED 084181

3rd OPERATIONAL YEAR
END of GRANT PERIOD

REPORT
of

A CENTER FOR

THE DEVELOPMENT
of

LOCALIZED MATERIALS

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

END OF PROJECT PERIOD REPORT

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A. MAJOR OBJECTIVES of the third year operational activities July 1969-June 1970.

The major objectives of our operational project, "A Center for the Development of Localized Instructional Materials", are as follows:

- Upgrade the quality and availability of material about the local community's cultural and educational resources and services by capturing the talent of community leaders and preserving it in instructional material sets according to guidelines established by teachers and curriculum consultants.

- Provide needed organization, interpretation, and usable form of local resource materials through the production of slides, narrative tapes, pamphlets, and transparencies.

- Continue working with the Community Advisory Board for advice, consultation, and revision of materials.

- Develop feelings of concern, involvement, and appreciation of the local community through a study of our government, culture, and environment.

- Enlist the participation of children and teachers in guiding the development, testing, and evaluation of needed materials.

- Make available for loan, sets of experimental and trial materials to CESA No. 15 and the non-public schools for evaluation by teachers.

- Revise materials and produce instructional packages containing a filmstrip with accompanying tape, a printed booklet with masters for producing transparencies. These materials will be available for loan or at cost of duplication to:

  . 19 CESA districts
  . Interested educational and cultural organizations
  . Non-public schools

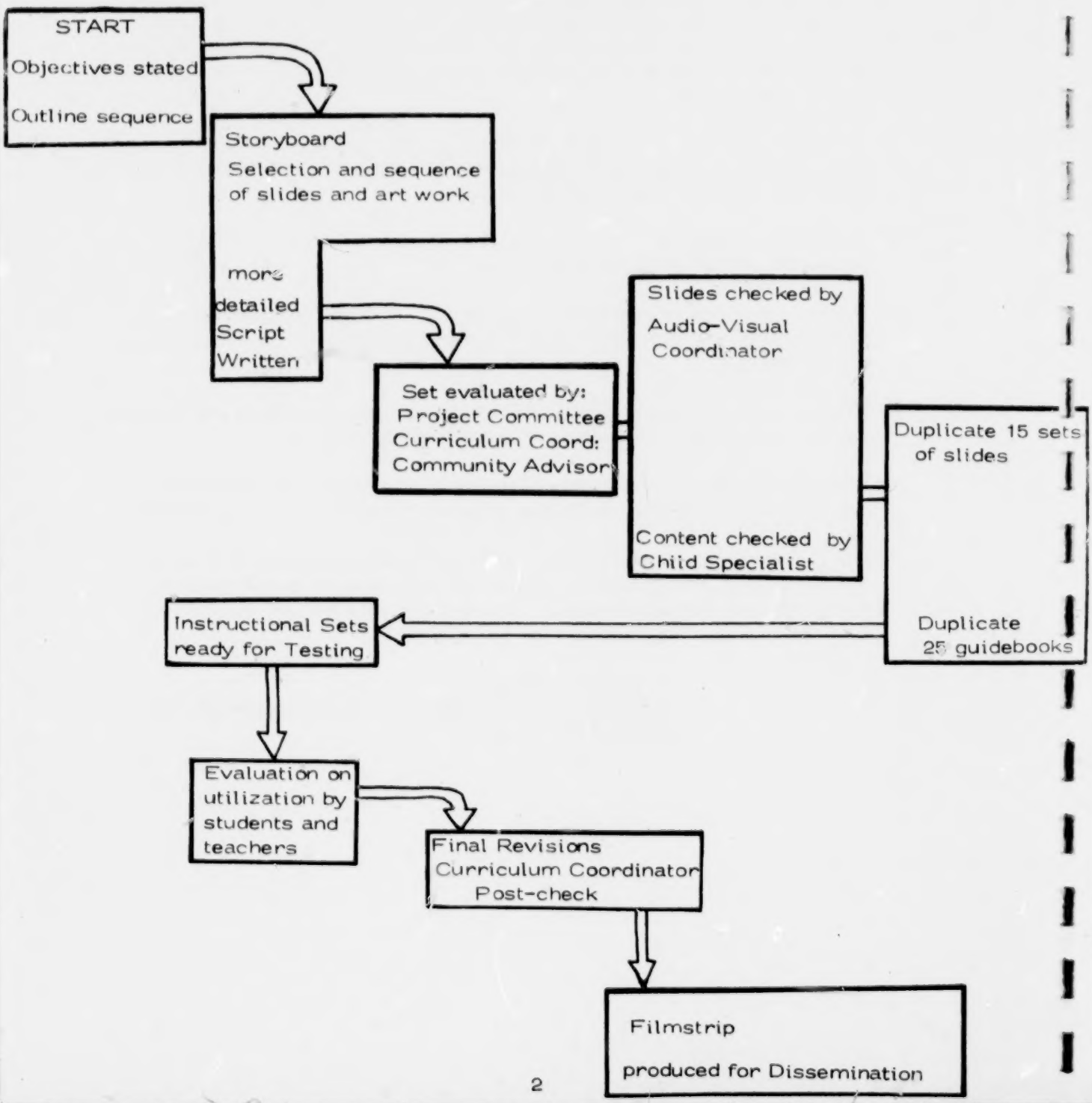
Development of an Instructional Set

ESEA TITLE III

LOCAL MATERIAL PROJECT OF IMC

MADISON PUBLIC SCHOOLS

Procedures utilized in development of the testing sets (July, 1969-June, 1970)



B. DESCRIPTION OF TECHNIQUES USED IN EVALUATION

Children in 34 school districts participated in activities designed to make them aware of their community, of community problems, government, the natural environment, the arts, history and vocational opportunities. The children were from urban, suburban, and rural areas. Materials in the form of slide sets with scripts, narrative tapes, guidebooks, pictures, charts, bulletin board displays, and other resources were produced as instructional packages. These sets were checked for accuracy by a twelve member project committee and a twenty member community advisory board. (Advisory board listed on page 42). The chart on the development of a set shows the process of producing and evaluating instructional sets.

The members of the Project Committee represented many roles within the education field and are listed below:

A. Anderson, Principal
Pat Anderson, Former Teacher, Journalism student and writer
Gen Bancroft, Geologist and School Forest Guide
Boyd Geer, IMC Chairman Senior High School
Harriet Irwin, U. of Wisconsin Supervising Teacher and Naturalist
Gen Jewett, Art Teacher
Ken Kennedy, Elementary Teacher
Virginia Kline, Naturalist and School Forest Guide
LeRoy Lee, Biology Teacher Senior High School
Cay Pratt, Naturalist
James Trochta, Elementary Teacher
Frank Zuerner, Earth Science Teacher Senior High School

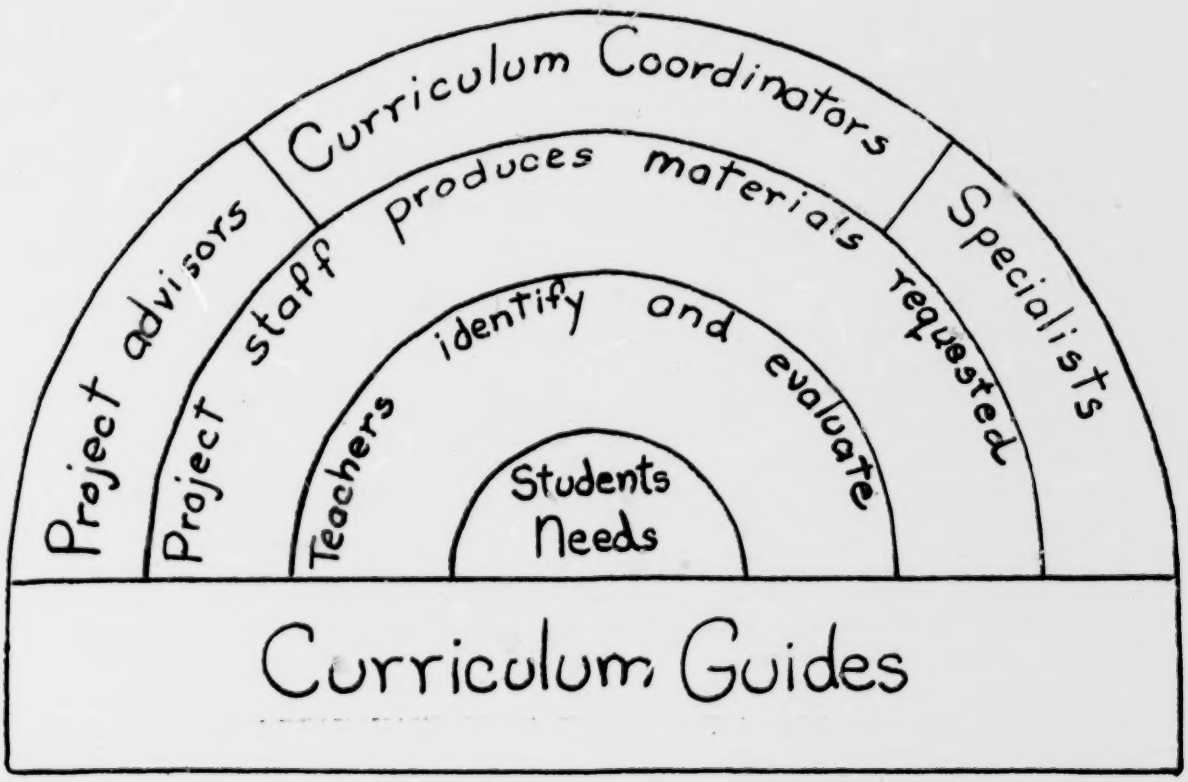
The office production staff consisted of myself as coordinator, two clerk-typists II, a half-time graphic artist and a full-time photographer-technician. A list of all revised sets now in filmstrip form is on pages 45-49.

C. SUMMARIES OF THE DIFFERENT TYPES OF EVALUATIONS

1. Classroom Evaluation

The project included inservice training for teachers, field trips for students, and classroom evaluation of the materials by teachers. Evaluations from teachers state that changes occurred in ways students perceive their community. There was also more active involvement of the parents, and the teachers felt that students gained more specific information on which to base their decisions. On the following page is a chart illustrating the role of all the project participants.

Roles of all participants of the project are illustrated in the diagram below.



Identification of student needs and evaluation of materials by teachers is the key to the entire project. Changes and additions to the instructional sets were made on the basis of their evaluations. The most often repeated comments on their evaluation of each set is given on the following pages.

Sample of Teacher Evaluation

Please supply the following information. Your help in this study of utilization of local materials is sincerely appreciated.

---

1. Area of Specialization (please indicate number of students)
   ✓ Elementary ___ Junior High ___ Senior High

2. Experience
   A. Years of teaching experience
      Madison 6 Other school districts 2
   B. Check courses and field trips you have taken:
      ___ Jim Zimmerman's "Reading Wisconsin's Landscape"
      ✓ Jim Zimmerman's "School Forest Course"
      ___ Fieldtrip to Arboretum
      ✓ Fieldtrip to School Forest
      ___ Other _____

3. Instructional Set "Madison School Forest"
   A. How were these materials used?
      ✓ as part of a unit
         . Name of unit Ecology
         . Total time spent on unit 8 weeks
         . Percentage of total unit time spent on these materials _____
         . Used as ___ introduction ___ middle ✓ follow-up
      ___ independent of any unit
         . Estimate amount of time spent using these materials _____
         4 hours followed by much discussion

   B. Did you use the set?
      ✓ before fieldtrip ___ after fieldtrip ___ without fieldtrip

   C. What materials would you add to this instructional set? _____

   D. Which materials do you feel should be eliminated from the set?

      none

   E. Which part of the instructional set did you find most useful?
      ___ objectives and suggested uses
      ___ teacher resource materials
      ___ slides and script
      ___ other The parts fit so beautifully together, I used all equally

   F. From whom did you learn that this set was available?
      ___ Librarian ___ Principal ___ Other Teachers
      ___ Monitor ✓ Other source
      slides from Mary Meissen

Ho-Nee-Um-Trail

SUMMARY OF THE MOST OFTEN GIVEN COMMENTS ON TEACHERS' EVALUATIONS OF INSTRUCTIONAL SETS FROM SEPTEMBER, 1970 THROUGH MAY 1, 1970

Ho-nee-um In The Fall (Suggested Grade Level 3-4)

--Interesting, colorful, worthwhile.

--We used this before we went to Ho-nee-um---it was excellent.

--Also helpful would be materials on specific areas, eg., the prairie, the woods, the marsh.

--Children were motivated to take a field trip with class--on a Sunday afternoon outing with the family. I ran off copies of the map and handed them to the children to take home.

--The slides and sound tapes were "captivating." Great!!!

--I think I would rather read the comments that go with the film than use the tape as it is easier to pause and make comment and to let the children comment. Excellent materials.

--Offers a broad number of areas which the class can take off on and study further. We concentrate mainly on seeds and leaves, but we also studied the mole and found this fun and exciting. Very good to show before the trip--children are eager and discuss what they will see next.

Winter Walk in Ho-nee-um Trail (Kindergarten - Grade 2)

--I thought it was fine--a preparation for School Forest or Spring hikes (usually it's too cold for winter hikes).

--Excellent slides, beautifully done.

--Adds variety and information about Wisconsin's beauties.

--Many of the children enjoyed recognizing familiar places.

--Like the use of pictures to show sentinel trees in winter and spring.

--Fine filmstrips--much conversation resulted from its use.

--Attention on awareness of winter world around you--patterns could be defined better for little ones somewhat--teacher can do as well. Bird calls really add to the atmosphere--could we see more tracks and the animals that made them? Close-ups of plants were very good. Kit might also include blow ups for bulletin boards. Those with attention to pattern might be used for motivation to painting. Poems might accompany other.

--Filmstrip was an excellent follow-up to our fall trip to the Arboretum.

--Well done; suitable to other localities.

--Children loved it--brought forth much discussion.

--The slides showed vivid pictures of animal tracks which we were studying.

--Beautiful shots, wish it could be longer--makes one want to go right out there.

Ho-nee-um Trail in the Spring (Grades 4-6)

--Excellent to use in preparation for our field trip.

--All four primary teachers thought the film and tape were exceptionally good.

--Very fine--supplements our walks, also nature study.

--This made our Brownie walks much more meaningful for they had clues of what to look for and some interesting background materials we wouldn't have had otherwise.

--Excellent slides used before and after walk, children retained the slides. (pre-school, headstart).

--Good coverage of local wildflowers--feel could include more of the local birds found in the Ho-nee-um Trail. There are so many beautiful blue violets, why not include a slide on that also.

Three Layers of Green in the Madison School Forest (Grades 5-7)

--I thought this would be above their level, but they were very interested and seemed to get a lot out of it.

--Excellent for bringing the concepts of the book visually into the classroom

--Good background before going to the School Forest.

--Very excellent in our study of life in the forest.

--Very enthusiastic. (Adult guides)

--Excellent with the use of the tape.

--Good material for preparation for the forest.

--Tape is excellent for 5th and 6th grade. I use the filmstrip and describe, in my own words, the material.

--Fit in very well with our beginning program in ecology.

EARLY HISTORY OF THE MADISON AREA (Grades 5-6)

--Excellent. (Adults, State Historical Society Local History Institute).

--Teachers. Very excited about possibilities of using materials--all kept the guidebooks.

--Very good information especially following class discussions.

--Greatly enjoyed. The learning seemed so easy (and so was the teaching!).

--Used partly with teachers and staff to introduce them to the local materials being produced. Very favorable and impressed. Group of 5 ninth grade students viewed, also. Kept interest up!

--The visual materials are very helpful as we study our own community as an introduction to the "Growth of communities," in Social studies class.

--Children enjoyed seeing familiar "sights".

--Fantastic materials--we learned so much.

--It was for new teachers--very helpful for us. From this we ourselves gained experience. (5-6 teachers used the set)

--Very high interest materials.

--Good, would like to have the pictures included as in last year's folders.

--I only used the "Reminders" section as review of places of interest. The historical background material though good for upper grades was not appropriate for 3rd graders. Additional information was helpful for me in answering their questions about the mounds and the Indians.

--Excellent. The children had already studies much of the matierals so it proved very valuable. I am sorry to have kept this so long, but others wanted to use it after I told them about it.

--Exceptionally well done.

--Excellent motivation pictures and narration.

--Very interesting and enjoyable.

--Excellent in connection with our local history project and local historian study.

--Adults <u>really enjoy</u> this set!

--Individual booklets were especially helpful.

--Interesting group of slides. Slides appeal to boys more than girls.

AN ARTIST TALKS TO CHILDREN (Suggested Grade level: 1-6)

--Enjoyable-children were interested in his style--drew much discussion and comment.

--Wonderful for the art department--most kindergarten teachers will not use this but since art is everywhere around us and since all children are artists, with proper preparation this collection is easily used and enjoyed by the children. We talk about occupations--they know a fireman, policeman, vetinarian, and now an artist. We discuss media and ideas at their level. We have made "pots" and collages. We realize we don't necessarily like everything every artist does, but we are very appreciative of individuals--something new--painting with a palette knife!!

--The filmstrip enabled the children to understand and enjoy the work of an artist.

--The materials were easily understandable and appropriate dialogue.

--Very interesting--created discussion and questions.

--Appropriate for this Junior High School level to illustrate an artist narration to lower age level.

--Excellent! I use it every year.

--Children were very interested in seeing the different techniques used by Mr. Bohrod.

SELECTIONS BY AARON BOHROD (Grades 7-12)

--Exposes students to works by Wisconsin artist.

--They enjoyed hearing the artist commenting about his pictures.

--We need more of these for Wisconsin artists, as well as art of the Mid-west, the United States, contemporary Mexico and Latin America, Canada, Alaska--especially art of the Eskimos.

LEGENDS OF LAKE MENDOTA (Grade 3)

--Children enjoyed pictures and tape after hearing legend from language class.

--The children loved the materials.

--The content is very interesting and brings out good discussion on reasons for different versions of same--good comparison and contrast. Increased children's interest in the four lakes and Yahara River--some had never heard of the Yahara before.

LEGENDS OF LAKE MENDOTA continued (Grade 3)

--Very good for vocabulary and discussion--comparing two stories.

--Excellent audio-video help. Used as Social Studies and language motivation.

--Enjoyed drawings--compared stories, also seen by staff at L. S. Impressed with production and quality. Would like to see some planning and direction on senior high materials.

--Used on an individual basis as children did research.

--Helpful in study of Madison--fun activities.

--Even with the introduction of vocabulary words the structure and phrasing of the sentences seemed too difficult for third graders.

--Excellent motivation. Students very interested.

--Children fascinated by legends.

--The kids got a good idea of "legend vs. history" from this!

LOOKING CLOSELY (Grades Kdg. -3)

--Excellent. Very inspirational and stimulating to good discussions.

A VISIT TO CITY HALL AND A CITIZEN'S ROLE IN CITY GOVERNMENT
(Grades 3-5)

--Excellent. Much better than a generalized view of government you can't identify with.

--Visit to City Hall is good. Citizens' role is too difficult for 2nd grade.

--Excellent for this grade level would have preferred less on police more on finance, welfare, etc. Children were most interested in planning dept. (3rd & 4th)

--This created an awareness of democracy at a very local level.

--Appropriate in that a field trip could not be taken at this time.

--Went along exceptionally well with our unity on community goals.

--Useful in our study of our City of Madison. We have a local glacial pond to save from being filled in and destroyed by action similar to the Randall Street tree episode. The children knew about this and related well to your story about saving the trees.

--Children very interested--identify with familiar places.

--I felt these materials covered areas, I would otherwise have forgotten--or found very difficult to picture to the children.

A VISIT TO CITY HALL AND A CITIZEN'S ROLE IN CITY GOVERNMENT

--Gave us a good short look at city organization to start out on a civics project much like this.

--Filmstrips gave the children a better understanding of our city government.

--Materials interesting and tied in with our textbook materials.

--We used this after students had looked up and dramatized different departments. Then before a trip to city hall. Very effective.

--Excellent for a study of Madison and communities.

ROSTER OF MADISON'S SERVICE TEAMS (Grades 5-6)

--Materials were somewhat difficult--I had to supplement.

--Some parts were too detailed for my children, yet some parts they understood.

--The youngsters enjoyed seeing familiar pictures--great!

--Very good.

--Very helpful in summarizing a unit on the city and city services.

--Children were able to identify equipment used by police and firemen. Many stories were related--the "team" idea goes over better than community helper. Was that bike found? Additional pictures of firemen putting out blaze.

--Children were most interested in the four problems in which teams were needed for assistance. They added interesting comments as the slides were viewed. They were most attentive and seemed to really enjoy it.

--It should be used in sections.

--Good in our study of civics.

--My class was most enthusiastic. It tied up a discussion about Madison.

--Clearly defined concepts of city teams.

OFFICE OCCUPATIONS IN MADISON

--Excellent use of our local environment. Meaningful to pupils.

--Used to get thinking started about choosing high school courses.

CAREERS IN AUTOMOTIVE SERVICE

--Steps and knowledge that a person in auto service needed was well received and commented upon by the pupils. The specifics were welcomed by the teacher of the class.

CAREERS IN FOOD SERVICE

--Commentary too brief as printed. Objectives-bibliography good.

--Used in vocational courses.

--Again good use of local environment. Pupils identified with this because many girls are now involved in this. Interest high.

MADISON'S FOOD INDUSTRY (Grades 4-5)

--The information was a good springboard for numerous activities.

--Used as a follow-up to visit to Frito-Lay, Gardners and Schoeps Ice Cream.

--Next year I'd use it with economic studies instead of health-food unit.

--Scheduling prevented tours of food industries. This is excellent substitute.

--Tape script should include more facts. Questions on tape are not valuable because these fit better into a separate discussion before or after, I feel. The vocabulary is difficult for grade 5 and most questions would need to be analyzed word by word.

--Correleated well with a unit on foods in towns and cities.

--Good preparatory material to go with our field trip to a Madison industry.

--I used only those slides appropriate for my class--this worked out very well.

--Excellent overview of food industry.

--Excellent--they now could recognize these industries and add to discussion because we had discussed it.

--Excellent to use each year.

--Tape was very good. We re-ran the slide film and answered some of the questions raised. After having seen Oscar Mayer's it was easier to explain the meat processing. Our slant was toward the bakery this month, there aren't too many things in visual aids in this area; historically, vocabulary, or process of making bread. Any chance to expand this?

Madison School Forest (Grade 7)

--Does an excellent job with the concept of succession.

--Exceptionally well done--tremendous for the classroom.

--Good introduction to school forest trip.

--This is an excellent set. We were especially appreciative about the information on a local situation.

--Shown in seminar to Cornell faculty and students. Program was shown to point out what can be done on the local level. It was well received by both the faculty and students in the Department of Conservation.

--Excellent for motivation on plants and before field trip.

--The first part worked very well--it's dramatic enough with bison, fires, etc. that it is captivating. The second part is much more difficult conceptually (plant succession). We either should not have used it or done greater preparation than some brief introductory comments. It's really fine for viewing before going to the forest.

--Awareness of outdoors--well to follow with Looking Closely.

--Very well received. Evoked questions and enthusiasm.

--Made our trip much more meaningful.

--Excellent background or review for trip. Very good slides, nice color. Excellent tape-pause between frame helpful for viewing.

Use of our Land and Water (Grades 5-7)

--We used these as a background information for class discussion. Other sources, our text, multi-texts, and IMC materials all added to help in teaching a child how to gain information through many materials. Those who were absent used the IMC's viewers and the book's information.

--Children enjoyed filmstrip. In discussion showed they were able to grasp most of the material.

--Grand to have materials for "our town."

--Used in conjunction with map study--very helpful.

--The children enjoyed this very much and we were impressed with how much they could remember. We wish there could be different tapes for different grade levels.

--Since this unit was basically local in treatment, we could have done almost nothing without the material provided. Were able to obtain some of these materials in multiple copies for our own sources. Thank you so much.

--Excellent presentation of problems that hit home.

--Great for study for the environment.

--Great motivation for getting students interested in studying history and problems of this area.

--The set lends itself perfectly to units on our city and developing awareness of the community and surrounding area. I work exclusively with remedial students and this set provided good, interesting reinforcement for my classes. All enjoyed it.

--Not only good for study of land use, but also to acquaint the children with our capitol. Difficult for the lower half of class, but appropriate for the upper.

Lake Pollution in the Yahara Watershed (Grade 7)

--Used slide show in Commons for E-Day--set up on automatic. (Grades 9-12)

--Very pleased with set--would like to know if it is possible to have some of the materials duplicated.

--The materials were incorporated into the environmental week program adding much to the students' knowledge of water problems in Madison.

--Great, for ecology unit.

--Fantastic slide series--is there any way of getting copies of the written material included?

Geology of Wisconsin (Grades 7-10)

--These materials are wonderful! Some was too advanced for 4th grade, but they certainly add interesting information about our immediate environment that we wouldn't otherwise have know.

--Difficult to have appear to all students because of great age range and class, but it was well done and did interest the great majority. (1-6, special learning difficulties)

--It's wonderful to have materials to use with a whole class that bring big--general ideas closer to home than general science books can do.

--Used as a review of Wisconsin Geology and before Dane County Geology Field Trip. Also used as part of Wisconsin unit study mining, etc.

--We enjoy seeing these slides and discussing them as we go along; some of us use the script only as a guide. The students are always very excited about these slides.

--A Very challenging and stimulating set of materials.

--I missed the large charts of the Geology of Wisconsin. This material was very good for my physical Geology class. I gave it to the class and the one that was absent had to review the material on his own time, and answer a set of questions. [Filmstrip sets because of smaller size didn't include the large charts sent with the slide sets.

--Value of this kit lies in all the supplementary materials that are there--without all the supplementary material may be difficult to teach and understand--it's really beautifully put together.

--Just excellent. Amazing the recall ability and understanding of Wisconsin geology by the students after use of this set.

--The kit is used selectively to strengthen certain conceps. Magazine articles (Wisconsin glaciation) posters, charts, tape-very helpful. Those sections of set were too advanced were not used.

--As a new teacher, it would have been impossible for me to organize this material so soon. Very good.

--This material makes an excellent center theme for the unit.

2. ILLUSTRATION OF COMMENTS FROM COMMUNITY ADVISOR

BIRDS OF PREY INSTRUCTIONAL SET

Dr. James Zimmerman
University of Wis. Arboretum
March 20, 1970

I. General Comments.

A. Mostly nice pictures of birds and habitats
B. Additional pictures needed:
   1. A real meadow in summer
   2. A real meadow with mouse tunnels close-up
   3. A meadow mouse close up
   4. Owl pellet parts - close up, showing
      a. mouse skull
      b. shrew skull
   5. Visual diagrams:
      a. Pile of seeds to feed 1 mouse 1 year
      b. Pile of mice to feed 1 hawk 1 year
      c. Cycling of DDT in food pyramid
      d. Concentration of DDT up food pyramid
C. Additional subject matter on interrelationships:
   1. G. H. Owls use old Redtail nests in Feb.; Redtails build new ones in April
   2. Buffering between predator and prey keeps balance: foxes, owls, hawks, vs. rabbits, mice and shrews

II. Possible suggestions:

#7 Show prey instead
#8 Omit - use #9 instead for this story
#9 Fine, but also try to get a shot of talon actually grasping prey
#10 Good picture. Tearing might be the best word
#11 Again, would be better to show actual ripping or tearing of the object
#12 Too early in sequence to state this. Put it under #14
Also - the eagle is often a fish scavenger - that story should be kept separate from the hawk-owl series, such as at the end, where you can point out that our national bird was partly chosen because of the beauty and nobility of the birds of prey, of which the eagle is one of the largest and most conspicuous
#14 Follow this with meadow and mouse runways and mouse
#15 A rough-legged hawk?
The soaring is of interest - correlate it with the rising thermals of a sunny day when a few cumulus clouds are about
#151/2 Here, show binocular vision of a hawk or owl (maybe #8, the omitted sparrowhawk) to indicate adaptation for distance perception, as well as good eyesight, characterizing predators
#16 Describe camouflage of rabbit: ears flattened, motionlessness, protective coloration; and note eyes on 2 sides of head for 360° of vision characteristic of prey animals along with good ears that can be turned in all directions

#17,18 Nest site, too? Note: Conifers protect owls best from harrassment by jays, crows

#18 Need close-up of hawk here - #8?

#19 OK

#20 Barred owl - good habitat; note light color that aids in identification of this owl

#21 Instead of general statement on habitat needs, zero in on predator's needs and emphasize environmental diversity requirement

1. Nest sites and hunting perches and launching sites: tall trees, preferably at forest edge on steep slope above hunting area
2. Feeding area - open fields, meadows of considerable size, with short grass and few shrubs or trees. Marshes qualify too. Only Cooper's Hawk stays in extensive forest much
3. Refuge and rest area - large forested tracts, (especially coniferous for owls)
4. Nest sites - large trees with either good horizontal branches high up or trunk stub, or a large cavity (owls only)

#22 Visual to show numbers

#23 Visual to show DDT cycling and accumulations; summarize DDT effects on birds in a chart

a. Kills, esp. when fat reserves drawn upon. b. Infertility. c. Egg crushing

3. DEPT. OF PUBLIC INSTRUCTIONS' . September 24, 1969
TELEPHONE INVENTORY FOR MADISON'S LOCALIZED INSTRUCTIONAL MATERIALS TITLE III PROJECT

For Teachers

Hello. I'm Doris Cook, program consultant at the Department of Public Instruction to Madison's Title III project for localized instructional materials. Mary Lou Peterson, the director of the project, has asked me to phone some people who have used these materials so that we can evaluate the materials and their use. I wonder if you would be so kind as to answer a few questions? Thank you.

1. Which materials have you used? _____

2. Have you used these materials for one or two years? _____

3. (If for two years) How did you use these materials in the classroom the first year, and did you use it differently the second (if so, how)?

   Notes: _____

   _____

   _____

   _____

   _____

4. If you had to choose one, would you say that you have used these materials to supplement your curriculum or would you say that you used them as a part of your curriculum?

   _____

5. Please describe one thing you liked about the materials you used.

   Notes: _____

   _____

   _____

6. Please describe one thing you didn't like about the materials you used.

Notes: _____

_____

_____

7. Did you attend a workshop? _____

8. (If yes), what things that you learned in the workshop have you found that you have been able to use in your teaching?

Notes: _____

_____

_____

_____

9. (If yes), what have you been able to do with other teachers to introduce them to the use of these materials?

Notes: _____

_____

_____

_____

For Principals

(Same Introduction) Hello. I'm Doris Cook, program consultant at the Department of Public Instruction to Madison's Title III project for localized instructional materials. Mary Lou Peterson, the director of the project, has asked me to phone some people who have used these materials so that we can evaluate the materials and their use. I wonder if you would be so kind as to answer a few questions? Thank you.

1. To your knowledge, are the materials from this project being used in your school?

   _____

2. Do you know which ones are being used?

   List: _____

   _____

   _____

   _____

3. How are these materials being used?

   Notes: _____

   _____

   _____

   _____

4. How do you think these materials could be used more effectively in your school?

   Notes: _____

   _____

   _____

   _____

5. Please describe one thing you liked about the materials.

Notes: _____

_____

_____

_____

6. Please describe one thing you didn't like about the materials.

Notes: _____

_____

_____

_____

7. Are you trying to introduce teachers to the use of these materials on a school-wide basis?

_____

8. (If yes) Please describe what you are doing toward this end.

Notes: _____

_____

_____

_____

Students

I'm Doris Cook and I'd like to ask you a few questions about some of the things you saw in your class. The people who made these things for your teacher want to know what you think of them.

1. (Ask them which filmstrips and tapes they've seen. Describe each of the materials from the total list.)

   List: _____

   _____

   _____

2. Was the class in which you saw these things any different from your regular classes? (If so, how?)

   Notes: _____

   _____

   _____

3. What was one thing you liked about the things you saw?

   Notes: _____

   _____

4. What was one thing you didn't like about the things you saw?

   Notes: _____

   _____

5. Were there any other things you'd like to be able to do with the things you saw?

   Notes: _____

   _____

   _____

Summary of Evaluations received from the telephone survey conducted by Doris Cook, Department of Public Instruction. Of Madison's 34 elementary schools, ten were selected for this survey: the 5 schools which had used the materials and the 5 which had used the materials least.

I. Rank order of the materials being used

Used Most

1. Ho-Nee-Um
2. History of Madison
3. School Forest
4. Aaron Bohrod (artist)
5. Legends of Lake Mendota
6. Madison Food Industries
7. Geology
8. Use of Land and Water
9. Madison Service Teams
10. Three Layers of Green

II. How are the materials being used?

	As a Supplement	As a Part of the Curriculum
Teachers	30%	70%
Principals	65%	35%

III. Two have not used the materials.

Most of the participants had used the materials only one year.

Those that had used the materials for 2 years indicated that they use the materials differently than they did the first year.

IV. Liked about Materials (rank order)

1. localized
2. photography
3. slide presentations
4. organization
5. handbooks

Dislikes (rank order)

1. lack of appropriate materials for grade 5 or under
2. Too advanced for elementary
3. student involvement limited

V. Most of the materials are for teacher use. Only 2 indicated that they were used individually or independently by students.

VI. Workshop Participants

Most Valuable (rank order)

1. How to use the materials
2. How a set is made
3. Acquaintance with available materials

ESEA TITLE III

LOCAL MATERIALS
PROJECT OF IMC

MADISON
PUBLIC SCHOOLS

September, 1969 - January, 1970

NUMBER OF STUDENTS AND ADULTS VIEWING INSTRUCTIONAL SETS

Set	No. of Students	No. of Adults
EARLY HISTORY OF THE MADISON AREA	1,110	371
A ROSTER OF MADISON'S SERVICE TEAMS	478	0
SELECTIONS BY AARON BOHROD	437	0
LEGENDS OF LAKE MENDOTA	749	26
MADISON'S SCHOOL FOREST	140	600
THREE LAYERS OF GREEN IN THE MADISON SCHOOL FOREST	1,550	610
GEOLOGY OF WISCONSIN	1,541	301
A CITIZEN'S ROLE IN CITY GOVERNMENT AND VISIT TO CITY HALL	775	26
CAREERS IN AUTOMOTIVE SERVICE	170	0
CAREERS IN FOOD SERVICE	218	0
OFFICE OCCUPATIONS IN MADISON	112	0
WINTER WALK AT HO-NEE-UM	468	26
HO-NEE-UM IN THE FALL	1,530	150
MADISON'S FOOD INDUSTRY	736	0
USE OF OUR LAND AND WATER	1,419	0
AN ARTIST TALKS TO CHILDREN	466	150
TOTAL	11,899	2,260

January to June, 1970

NUMBERS OF PERSON VIEWING INSTRUCTIONAL SETS

The statistics below do not include any groups who did not fill out an evaluation card or deleted the number of persons viewing the sets on the evaluation.

SET	CHILDREN	ADULTS
An Artist Talks to Children	2,328	45
Birds of Prey	122	86
Cherokee Marsh-A Wetland to Cherish	225	45
Citizen's Role in City Government & A Visit to City Hall	253	8
Early History of Madison	1,360	210
Geology of Devil's Lake & the Baraboo Range	30	49
Geology of Wisconsin	965	15
Glacial Geology	180	49
Ho-Nee-Um Trail in the Fall	1,170	45
Ho-Nee-Um Trail in the Spring	550	20
Ho-Nee-Um Trail in the Winter (Winter Walk)	382	13
Indian Legends of Lake Mendota	1,415	45
Lake Pollution in the Yahara Watershed	2,419	75
Looking Closely	690	3
Madison's Food Industry	546	28
Madison School Forest	879	136
Many Uses of Clay	394	14
Mining in Southwestern Wisconsin	30	3
Old Abe, Civil War Eagle	180	259

SET	CHILDREN	ADULTS
Roster of Madison's Service Teams	138	3
Sandstones and Buffalo Robes	90	5
Selections by Aaron Bohrod of His Paintings	70	300
Three Layers of Green in the Madison School Forest	669	25
Towns and Townships	60	40
Urban Renewal in Madison	30	25
Use of Our Land and Water	535	15
Vocations --Office Occupations in Madison	20	20
TOTAL	15, 730	1,581

- 117 Instructional sets were sent to schools outside of CESA Number 15 area on written requests. Geology of Wisconsin and Three Layers of Green were the leaders as the most widely requested sets.
-2500 students viewed Geology of Wisconsin as part of Rock and Mineral Show.
-Approximately 10,000 people viewed "Madison's Food Industry" which was shown at the World Food Expo.

Tally Sheet for Materials Sent Out to Towns
Outside CESA No. 15 Area

TOTAL SETS SENT 117

SET	NUMBER SENT OUT
Geology of Wisconsin	22
Three Layers of Green	16
An Artist Talks to Children	8
Early History of the Madison Area	8
Madison's School Forest	8
Changing Use of Our Land and Water	8
Selections by Aaron Bohrod of His Paintings	7
Winter Walk in the Ho-Nee-Um Trail	6
Ho-Nee-Um Trail in the Spring	6
Indian Legends of Lake Mendota	4
Glacial Geology of Wisconsin	4
Lake Pollution in the Yahara Watershed	4
Madison's Food Industries	4
Ho-Nee-Um Trail in the Fall	3
Looking Closely	2
Birds of Prey	2
Old Abe, Civil War Eagle	1
Roster of Madison's Service Teams	1
Sandstones and Buffalo Robes	1
Towns and Townships	1
Mining in Southwestern Wisconsin	1

Week of June 9 - 13

LOCAL MATERIALS SUMMER WORKSHOP

Monday	Tuesday	Wednesday	Thursday	Friday
Cultural Arts: Rm 103 9:00-9:15 Introduction to Local Materials Project 9:15-10:15 "An Artist Talks to Children" "Selections by Bohrod" "Clarence's Owls" 10:15-10:30 Coffee Room 210 10:30-11:45 Rm 103 New sets now being developed. Ellen Milan-Printer Whitehorse-Sculpture 11:45 Machine administered Sensitivity Training **DISPLAY AREA** Room 209 Art prints and materials used in Cultural Arts Instructional Sets.	**Environmental Science** Room 203 9:00-10:15 "Ho-nee-um Trail" Fall - Winter - Spring 10:15-10:30 Coffee Room 210 10:30-12:00 School Forest sets Ecology set on Cross Plains **DISPLAY AREA** Room 209 Books, pamphlets transparencies, colored prints	**3 Group Presentations** (Take choice of 2) Group I: Room 103 Government and Industry sets Group II: Room 209 Geography and History materials Group III: Room 210 Map work Vocational Counselling 9:00-10:15 Concurrent Group Meetings 10:15-10:30 Coffee 10:30-12:00 Concurrent Group Meetings **DISPLAY AREA** Related displays in each of the rooms.	**Geology: Rm 103** 9:00-10:30 Geology sets 10:30-10:45 Coffee Room 210 10:45-12:00 Plans and preparations for field trip. Meeting with field trip guide. **DISPLAY AREA** Room 103 Geology materials	**Field Trip in Area of Concentration** -School Forest -Geology - Ho-nee-um - Government and Industry - Government and History - Cultural Arts a. Cameron b. Whitehorse c. Milan d. Bohrod

TEACHER EVALUATION OF 1969 SUMMER WORKSHOP

Indicate in which group you worked Summary of all Evaluations.

1. Place a check on each line below.

Purpose of Workshop:

Not clear/_____/_____/_____/ 4 /28 /completely understood

Exposure to Materials:

Not enough/_____/_____/ 22 / 9 / 1 /Too much

Opportunities for participation during Workshop:

Few/_____/_____/_____/ 3 / 29 / Many

I think people listened to me:

Seldom /_____/_____/ 3 / 12 / 17 /All the time

2. Complete the sentences.

The main purpose of the workshop was to acquaint teachers with materials available, pass on to other teachers, and help organize new sets and evaluate.

The workshop should have been longer, available to more teachers.

If this type of workshop was held again most would like to participate again.

The group leaders were helpful, well-organized and informative.

The part of the workshop that I thought was of greatest value was viewing all sets, field trips, and learning how to develop and use your own slide set.

During the workshop, I feel I accomplished finding out about all the materials available and helping to produce a slide set.

3. Yes or No.

Should an objective of this workshop have been teaching the use of A-V equipment? Yes - 8 No - 21 Maybe - 2

Would you participate in this workshop if offered for credit rather than salary? Yes - 25 No - 3 Maybe - 3

Title III Local Materials makes me feel:

circle----------

31

SUMMARY OF 27 EVALUATIONS OCTOBER 6, 1969

PRINCIPAL'S EVALUATION OF LOCAL MATERIALS WORKSHOP

1. 39 Number of representatives from your school to the workshop held in June 1969.

2. Information about instructional materials available from the Local Materials Project was given to the staff by:

   15 principal 22 workshop representative 9 librarian

   1 other.

3. When was it given? 19 in a staff meeting 13 informally 2 other

4. The workshop provided the teacher from my school _____

   (See attached sheet)

5. Do you feel the workshop was of value? yes--27

6. Would you recommend conducting another in-service workshop for credit that would focus on creating a set of slides about natural areas close to the school with teachers, students, and local school resource people writing the scripts and Local Materials staff providing slides, and resource people? no _____ yes 27

4. The workshop provided the teachers from my school –

- Teacher thought it was tremendous.
- Opportunity to be exposed to materials of Local Materials and gave her confidence.
- Information which was brought back to our school.
- Excellent experience in local materials, enthusiasm for disseminating information to teachers.
- Better understanding of materials – how they were developed and how they should be used.
- With information and enthusiasm.
- Inspiration and information.
- Up-to-date information.
- Knowledge techniques, materials available, local production.
- Complete knowledge of what is presently available.
- An enthusiastic attitude and a chance to share her experiences with the staff.
- Background knowledge and positive attitude.
- It made her more aware of developed Local Materials and how they are put together.
- Better knowledge of overall program.
- Geology information.
- Addition into and expertise on Local Materials Project.
- With a good background of community resources which are available.
- To experiment with materials – organize materials – curriculum.
- The opportunity to familiarize herself and staff with Local Materials .
- The opportunity to become familiar with available materials.
- Opportunity to develop her personal interest, familiarity with materials and generate enthusiasm in other teachers.
- Information about Poynette Game Farm.
- With an opportunity to meet teachers from other schools who were not informed about the program.

ESEA TITLE III

LOCAL MATERIALS PROJECT OF IMC

MADISON PUBLIC SCHOOLS

1970 SUMMER WORKSHOP: June 8 - 19

"INCREASING ENVIRONMENTAL COMMUNICATION THROUGH THE UTILIZATION OF OUTDOOR AREAS"

First Week:	June 8 - 12, 9:00 - 12:00 each day
Monday	Outdoor Areas Small Group meetings 9:00 - 12:00 Group Resource Leaders meeting with their group to organize: . Written description of their area . Themes to be used . Slides of their area . Supplementary reading materials . Afternoon field trip of area
Tuesday	Resource Leader: Dave Archbald 9a.m. - 10:15 Lecture, "Environmental Communications" 10:15 - 11:30 Small Group Discussion on implications of Ecology concepts 11:30 - 12:00 Dept. of Natural Resources: "Pollution Movie"
Wednesday	Resource Leader: Rosemary Fleming 9a.m. - 10:15 Lecture: Activities used with children in Outdoor Education 10:15a.m. - 11:30 Discussion and writing 11:30 - 12:00 Materials available
Thursday	Resource Leader: Pat Anderson 9a.m. - 10:15 Developing a land ethic and showing through examples interrelationship of many disciplines in using Outdoor Areas 10:15a.m. - 11:00 Discussion and outlining questions for second week's resource leaders 11:00a.m. - 12:00 Adaptation of relevant materials from other sets
Friday	Group Resource Leaders meeting with their group to organize: . Written activities; . additional resource materials; . tentative script for slides
Second Week:	June 15 - 19, 9:00 - 12:00 each day
Monday	Resource Leader: Omar Kussow "Social Studies Curriculum related to Environmental Communications" 9a.m. - 10:00 Discussion 10:15a.m. - 11:15 Outlining 11:15a.m. - 12:00 Sharing Ideas
Tuesday	Resource Leader: Marvin Meissen "Science Curriculum - related to "Environmental Communication"
Wednesday	"Math and Language Arts Activities relating to Environmental Communication"
Thursday	Resource Leader: Frank Lindl and Gen Jewett Theme "Using Art Curriculum in increasing awareness"
Friday	Groups presenting their model of instructional materials for their outdoor area to the entire group for evaluation and comments

Requirements:

Outline of specific themes that each workshop participant would be including in instructional sets about a natural area within walking distance of the school for outdoor education.

Number of hours:

Thirty hours of morning classtime plus additional worktime in the afternoon necessary to complete the instructional sets.

Limited Number:

Twenty participants divided into following groups to develop models on: Woods, Marsh, Pond, Inner-City Natural Areas.

Objectives:

- Evaluation of Student use of instructional materials developed at last year's workshop
- Develop instructional materials on four contrasting Outdoor areas: These four instructional materials' sets would serve as models for other schools to use in developing their own sets.

Text:

Sand County Almanac by Aldo Leopold and supplementary reading on specific themes for each set.

Resource Materials to be developed for each Area

* Slides of each natural area, maps, charts, and activities
* Written description of the area
* Adapting instructional sets already produced that contain relevant materials
  "Ho-nee-um sets"
  "Three Layers of Green"
  "School Forests"
* Teachers would write activities to be used with each instructional resource set.

Resource Leaders for Group Lectures and Discussion

Dave Archbald, Director University of Wisconsin Arboretum
Marvin Meissen, Science Coordinator
Omar Kussow, Social Studies Coordinator

Frank Lindl, Art Coordinator and Gen Jewett, Project Writer
Pat Anderson, Project Writer
Rosemary Fleming, Dane County Naturalist

Group Leaders for Four Outdoor Areas

1. Inner city--LeRoy Lee and Jim Trochta
2. Marsh -- Gen Bancroft and Gen Jewett
3. Orchard Ridge Woods--Frank Zuerner
4. Eagle Heights Woods--Harriet Irwin

Tally of 11 Evaluations of 1970 Workshop

6-19-70

Indicate in which group you worked 4 areas--Eagle Heights Woods, Orchard Ridge Woods, Cherokee Marsh, Inner City

1. Purpose of Workshop:

Not clear / / / / 1 / 3 / 7 / completely understood

Exposure to Materials:

Not enough / / 2 / 8 / 1 / / Too much

Opportunities for participation during Workshop:

Few / / 1 / / 2 / 8 / Many

I think people listened to me:

Seldom / / 2 / 2 / 4 / 3 / All the time

2. Complete the sentences.

The main purpose of the workshop was assemble materials, create awareness of materials available, create awareness of nature and man's relationship to it, assemble ideas and learn steps in co-ordinating the ideas with materials, make others aware of what is available.

The workshop should have been longer (2 weeks, at least), fewer speakers, concrete activities set-up earlier.

If this type of workshop was held again would participate (9) limit speakers to no more than 1 hour in length and fewer speakers

The group leaders were very helpful, good ideas, great

The part of the workshop that I thought was of greatest value was the field trips to the natural areas, development of materials, motivation to develop curricula, discovering materials available, improve techniques in photography (1)

During the workshop, I feel I accomplished lots (8), less than I should have, knowledge of nature and its use

Local Materials makes me feel circle one - - - -

11

0

0

President's National Advisory Council on Supplementary Centers and Services

201 Taylor Education Bldg.
Lexington, Kentucky 40506
June 1, 1970

Mr. James A. Hazlett
(Chairman)
Superintendent of Schools
Kansas City, Missouri

Dr. Herbert W. Wey
(Vice-Chairman)
Associate Dean, School of Education
University of Miami

Mrs. Helen Bain
Teacher of Speech and English
Cohn High School
Nashville, Tennessee

Mrs. Rosita Cota
Teacher
Cragin Elementary School
Tucson, Arizona

Reverend Pierre DuMaine, Ph.D.
Assistant Superintendent of Schools
Archdiocese of San Francisco
San Francisco, California

Dr. Mario D. Fantini
Program Officer
Ford Foundation
New York, New York

Mrs. Ruth H. Mancuso
(Immediate Past President, National School Boards Association)
Glassboro, New Jersey

The Honorable J. C. Martin
Mayor
Laredo, Texas

Mr. A. Louis Read
President, WDSU-TV
New Orleans, Louisiana

Dr. Maynard C. Reynolds
Director, Department of Special Education
University of Minnesota

Mr. William J. Sanders
Commissioner of Education
Hartford, Connecticut

Mr. William L. Smith
Director, Programs for Action by Citizens in Education
Cleveland, Ohio

Dr. Richard I. Miller
(Executive Secretary)
Director, Program on Educational Change
University of Kentucky

Dr. James C. Stoltenberg, Supt.
Merrill Area Public Schools
Polk Street
Merrill, Wisconsin 54452

Dear Dr. Stoltenberg:

We are pleased to enclose an Innovative Project Award which we hope you will present to Mrs. Mary Lou Peterson, Director of the "Center for the Development of Localized Instructional Materials" project.

As you may know, this project was cooperatively selected by your State office, the U.S. Office of Education, and the National Advisory Council for nation-wide dissemination. All reports indicate that it is innovative, creative and characteristic of the exciting things taking place in education today.

Mrs. Mary Lou Peterson and her entire staff can be justly proud of their accomplishments and contribution to experimentation, creativity and innovation in education. Please extend our appreciation and best wishes for continued success to Mrs. Peterson and her staff.

Sincerely yours,

Helen Bain

Helen Bain
Chairman

HB/kty

Copy: Mary Lou Peterson
Russell S. Way

II. UNPREDICTED OUTCOMES FOR 1969-70 YEAR

The growing number of requests from outside the project area for the use of the sets in developing ideas about their own local area 117 requests. The Earth Science Curriculum Project Newsletter and United States Department of Interior requesting listing of Geology materials; selection of project to represent Wisconsin as a Title III project letter page38; and the number of adults and students using the materials were 31,470.

III. IMPACT OF TITLE III can best be stated by looking at teachers' comments in their evaluation on pages 7-16, and the following comments from letters and reports:

Joseph Emielity, Acting Curator, Division of Geology, Milwaukee Public Museum, Milwaukee

> I wish to thank you for the colorful Wisconsin Geologic Time Chart and the Geology of Wisconsin booklet. The chart is very accurate and well done, not artistically accurate but in the stratigraphy and the important occurring fossils found in each of the rock strata in Wisconsin. The booklet gives excellent detailed information explaining the geologic time chart and also has a much needed geology field trip log for studying rock rock strata and fossils in Wisconsin.
> The geologic time chart and booklet are the best educational material on Wisconsin geology that I have seen in the thirty years that I have worked at the Milwaukee Public Museum. I found that the Wisconsin Geologic Time Chart from Madison Public Schools helped me tremendously in teaching children and museum patrons the Wisconsin rock strata and fossils. It pinpointed the rock strata, its age, and its fossils when Wisconsin specimens were brought to the museum for identification.
> I am happy to see the success of a well-worth and well-done geology project by the Madison Public Schools.

LeRoy Lee, Madison Memorial High School Science Teacher, Madison

> Having now returned from displaying the science portion of Local Materials at the National Science Teachers Association convention in Cincinnati, we thought you would be interested in the following:

Hand out materials, the Courier with "Three Layers of Green" and the slide sets on Geology and Pollution were shown for 6 hours over a three day period. During this time approximately 600 people visited the booth, some to discuss the materials and the project and others to just observe the sets and pick up materials.
Many favorable comments were received, the most common perhaps on the quality of slides. Several people indicated that materials such as the "Pollution" set are not available commercially and thus fill a need for areas beyond Madison. Others pointed out that the sets with little modification could be used in many other areas.

Ellie Eggener, Elementary Consultant - Appleton Public Schools, Appleton, Wisconsin

We are still talking enthusiastically about all the wonderful things you have developed. After seeing your fine curriculum materials, we know that we have a very long way to go. However, our visit with you did inspire us to get going on these things. If we can do more in this area it would be most satisfying.

Muriel L. Fuller, Past President Wisconsin Library Association, Madison

I am writing to say "thank you" personally for what you did to make our Galaxy Conference a shining success from all standpoints!
KNOW has taken on new meaning!
When the final count was recorded 797 persons had participated.

Paul Olson, Principal of Midvale School, Madison

Two audio-visual programs - "School Forest - Clues to the Past and Signs of the Future" and "Three Layers of Green" - have been completed by the Local Materials Center. These audio visuals are of exceptional quality. As I show these to other school systems I note a 4th layer of green - envy.

Robert Ellingson, Chief, Education Section, State of Wisconsin, Department of Natural Resources, Madison.

The materials that you have developed with your Title III Program are nothing short of outstanding. I know of no Title Program, and this is my opinion, that has received the great use that the materials that you have developed in the instructional materials center have.

Karen Kobey, Student from West Senior High School, Madison

> Just a note to thank you and Mrs. Kline for taking the time and trouble to provide these slides for me. My speech was most successful with the help of all of your slides and some on my own that I added. I mentioned that materials were available from your department and I hope some of my classmates will take advantage of this fact. I know I will again in the future. Thank you again!!!

Belvyn L. Ellis, Science Teacher, Washington Junior High School, Manitowoc, Wisconsin.

> I want to thank you for the use of your Geology of Wisconsin study kit. It was extremely helpful in our study of Wisconsin geology. Also it was a real good method of covering the geologic time chart. It was both interesting and informative. Many of my students had visited several of the areas you had in your filmstrip, which made it even more interesting. Your materials made it much easier to relate or study of geology to Wisconsin.
> I learned of your project from three sources at approximately the same time. First, Mrs. Winifred Smith, science teacher at Misichot. Second, the Wisconsin Science Teachers convention. Third, the March ESCR Newsletter.

John S. Sleichert, Wisconsin State University, Whitewater, Wisconsin.

> I am writing in reference to your filmstrips 'Ho-nee-um in Spring, Fall, and Winter; and Three Layers of Green'. At Whitewater we teach Nature Study to approximately 300 future elementary school teachers per semester and we have found these filmstrips of great value. All of the nature study teachers have used these filmstrips, and we are planning to purchase a set in next year's budget.
> Thank you for the use of the films.

IV. COOPERATIVE EFFORT OF THE COMMUNITY

Community groups which assisted the project include the University of Wisconsin, the Madison Art Center, Madison City Government, Industries, the State of Wisconsin Aeronautics and Natural Resource Departments, the Arboretum, Dane County Government and the State Historical Society. The Community

Advisory Board has provided resource materials, evaluation, and advice for the project. Members of this Community Advisory Board are:

Miss Ruth Alcott, Art Director for Madison Public Schools, retired
Mr. David Archbald, Director of the U. of Wis. Arboretum
Mr. Aaron Bohrod, U. of Wis. Artist in Residence
Mr. Wm. Dewey, Director of Visual Educational Consultants
Mr. Lee Dreyfus, Pres. of U. of Wis. at Stevens Point
Mr. Robert Ellingson, Supervisor of Education for Wisconsin
Mr. Otto Festge, former Mayor of Madison
Mr. Robert Finley, Ext. Div. - U. of Wis. Geography Dept.
Mr. T. P. Froncek, Oscar Mayer Arts & Production Dept.
Mr. Sturges Bailey, Chairman of the U. of Wis. Geology Dept.
Mr. Carl Guell, Education Consultant for Wis. Aeronautics Division
Mr. Cosmas Hoffman, Hoffman House Restaurants
Mr. Maurice Iverson, Associate Director of Bureau of Audiovisual Instruction
Mr. Gordon Johnson, Supervisor of Madison General Hospital
Miss Margaret Moss, Librarian for Madison Public Schools, retired
Mr. Don Ripple, Education Consultant for Wisconsin Taxpayer's Alliance
Miss Lillian Simonson, Principal of Elvehjem Elementary School, retired
Mr. Bernard Schwab, Director of Madison Public Libraries
Mr. Harold Weiss, Manager of the Weiss Insurance Agency
Mr. John Zimbrick, Owner of Zimbrick Buick
Mr. Jim Zimmerman, Naturalist of U. of Wis. Arboretum

The community has been responsive to the project and many groups have used its materials including the following:

Headstart
4-H Club
Girl Scouts
Boy Scouts
Wisconsin Department of Local Affairs and Development
IMC, University of Wisconsin, Whitewater
IMC, University of Wisconsin, Stevens Point
IMC, University of Wisconsin, Madison
Historical Society of Wisconsin
Madison Public Library
Madison Police Department
Capitol Community Citizens Group
Student Teachers, University of Wisconsin
Senior Citizens Club
Arboretum Guides and staff

Badger Girls State
Wisconsin Library Association
Wisconsin Conservation Education Conference
Wisconsin Geography Education Convention
National Association of Science Teachers
Wisconsin Association of Science Teachers

V. DISSEMINATION

After many revisions, filmstrips and printed guides were produced to share nationwide the ideas and patterns for developing materials about the local environment. Also groups such as the national Council for Geography Education, National Science Teachers Association, State Librarians, Science, and History Councils have requested papers, articles, workshops, and speeches to be presented by the project staff. The staff also conducted inservice training in northern Wisconsin for 30 teachers and 700 students. One hundred and seventeen schools and community agencies outside of the project area that request the instructional sets. Following is a list of all workshops, conventions and speeches given during the year:

Workshop or Inservice for following:

- 1 Senior High - Social Studies Team (Madison Memorial)
- 3 Middle Schools (LaFollette, Schenk, Orchard Ridge)
- 3 Elementary Schools (Emerson, Hoyt, Randall)
- 5 Student Teacher Classes from University of Wisconsin
- 2 Junior High (West, Lincoln)
- 2 Elementary Schools outside project area
- Coordinators, Principals and Project Staff
- Inservice training of Teacher Aids
- Eagle River Title III Project Directors' Conference
- 5 inservices for student teacher's from U. of Wisconsin

Conventions

- Midwes t Conservation Education Conference Exhibit and Display Chairman
- Wisconsin Science Teachers' Association - Display and Exhibit on Local Materials Production
- Wisconsin Council for Geography Education - Display on Local Production
- Wisconsin Library Galaxy Conference

Speeches

- 150 Fifth Graders, Orchard Ridge Elementary Schools
- 320 Kindergarten - 3rd Graders, Hawthorne Elementary Schools
- 52 Teachers at CESA #15 Workshop on Local History
- 57 Science Teachers at Wisconsin Science Teachers' Association
- 50 Educators and Businessmen at Lions' Club
- 47 Adults East Side Optomist Club
- 90 Teachers Wisconsin Council for Geography Education
- 55 Adults West Side Optomist Club
- 280 Seventh Graders, LaFollette Middle School
- 325 Teachers participating in Educational Telephone Workshop series
- 200 Librarians, Wisconsin Library Galaxy Conference

VI. PHASING OUT OF FEDERAL FUNDING AND PLANS FOR CONTINUATION UNDER LOCAL SUPPORT

The project will be continued with local support under the Madison Public Schools' Curriculum Department developing an interdisciplinary approach for grades 6, 7, and 8. Local Funds will be used to produce 8 filmstrips from the testing slides sets that were created during the third operational year. Revisions and rewriting of the sets to be made into filmstrips is scheduled for June and July. A schedule for the workshop planned for June 8-19, 1970 is found on page 35 .

In the fall of 1970 a plan for providing more student involvement will be evaluated for use in the middle school. Details of the plan for utilization of Local Materials as reference points are found on pages 49-51.

APPENDIX

ESEA TITLE III

LOCAL MATERIALS
PROJECT OF IMC
MADISON
PUBLIC SCHOOLS

Third Operational Year's Testing Sets

1. Many Uses of Clay (Grades 1 - 6; Middle School Unit on Early Man) contains two different slide sets and scripts with different packets of resource materials; this set will be tested with both art and classroom teachers working cooperatively and by other teachers using the parts separately. Two slide sets show both the slab construction and wheel for making Ceramics.

2. Birds of Prey (Science Teachers - Middle School) The purpose of this set is to introduce students to the different hawks and owls found in Wisconsin, and to start to build a basis of appreciation of these birds in their own environment and the necessity for proper habitat for survival.

3. Urban Renewal (Middle School interdisciplinary unit on The City) Resource materials in form of slides, script, a first-hand source necessary for teacher and students to use in the inquiry approach. This set will remain as a slide set so additions can be made to keep it current.

4. Towns and Townships (Middle School - The City Unit) Instructional set on original government land surveys and mapping of Dane County indicating the influence of these on land development, road location, and local government. Each set is individually tailored for a particular school by the insertion of aerial photographs, and maps of that school's neighborhood.

5. Sandstones and Buffalo Robes (Middle School-Unified Arts) Historic Homes of Madison plus a script by Madison Planning Department which could be used with a field trip or to promote an independent walking tour.

6. Old Abe, Civil War Eagle (Grade 5) Contrasts two accounts of the same historical event. Students will have pack of first-hand resource materials on the event to help them.

7. Looking Closely (Grades 1 - 3) This set will contain a narrative tape for a "teacher in-service" before the teacher uses the slides with the students. Purpose of the set is to increase the child's awareness of his surroundings.

8. Glacial Geology - Formation of Our Land and Lakes (Middle School - The City)
Using aerial photography to emphasize many features the student can see today to better understand how this area was formed.

9. Geology of Devil's Lake (Science - 7 Grade)
Utilizing this unique area to better understand Geology. This set will include both the geology background part and another section that could be used when taking the field trip to the Devil's Lake Area. In 1970 the Geological Society of America is holding their national meeting here and conducting a field trip of this area.

10. Lake Pollution in the Yahara Watershed (Middle School)
Bibliography on Lake Mendota to aid students in a study of pollution, and to show relationship between government and environment problems.

11. Individual School sets started in summer1970 workshop. Slides were taken and outlines developed by participants and Local Materials staff. Narration is being written by teachers and students in the school.

1. Inner City--Yahara River
2. Cherokee Marsh
3. Orchard Ridge Woods
4. Eagle Heights Woods

12. Mining in South Wisconsin (Middle School)
Focus on economic uses of Geological past.

LISTING OF NINE REVISED SETS AVAILABLE IN

FILMSTRIP AND GUIDEBOOK FORM

Many Uses of Clay: A Madison Ceramicist (Grades 4, 5, and 6)
This set contains one filmstrip that illustrates the artist's techniques in using wheel construction to create an owl from clay. Resource materials include a vocabulary list, a map of important excavation sites where early pottery was found, information on Edgerton and Paulineware Pottery, pluc pictures for bulletin board use, and more. This filmstrip will help alert children to some "tools", nomenclature, history, procedures, and uses of clay in ceramics.

Cherokee Marsh--A Wetland to Cherish
This set contains one filmstrip that is an introduction to a wetland area which is used for outdoor education by the Madison area schools. The glacial geology and early history of the area are covered briefly as background material. The materials are designed to heighten the student's appreciation of a wetland as an exciting natural community made up of inter-acting plants and animals. Pictures of well known protected wetlands in and near Wisconsin are included as well as many taken at Cherokee. Why wetlands are threatened and why wetland preservation is important are explained, as well as the City of Madison's role in protecting this particular area.

Towns and Townships (Grades 6, 7, and 8--also useful at high school level)
This set contains two color filmstrips that help students to understand Wisconsin's use of the terms "Towns" and "Townships" through a presentation on the long range effects of the early public land surveys. A Supplementary Materials Kit containing over 30 bulletin board displays, transparencies, pamphlets, maps and additional resources for launching individual or small group research projects. The filmstrips used in conjunction with the Supplementary Materials Kit can serve as an introduction to problems of urban growth and the complications of inter-governmental relationships in dealing with pollution control, zoning and planning, transportation, etc.

Birds of Prey (Middle School)
This set includes one color filmstrip that works to introduce students to the different hawks and owls found in Wisconsin, and to start to build a basis of appreciation of these birds in their own environment and the necessity for proper habitat for survival.

Eagle Heights Woods: Man's Use of the Land (Elementary School)
This set includes one color filmstrip and deals with a local example used to contrast a natural community with a man-maintained environment and to show the conflict between demands for "development" and preservation of natural areas. This filmstrip was produced as a result of an Outdoor Education Workshop. It is dedicated to the concept of a land ethic as expressed by Aldo Leopold: "We abuse land because we regard it as a commodity beloning to us. When we see land as a community to which we belong, we may begin to use it with respect and love. . . .That land is a community is a basic concept of ecology, but that land is to be loved and respected is an extension of ethics.

Old Abe, Civil War Eagle (4th and 5th grades)
This set includes one color filmstrip telling of Old Abe, the eagle mascot of Wisconsin's Eighth Regiment during the Civil War. Reprints of first-hand source materials about Old Abe and Madison during the Civil War are included in the guidebook.

Sandstones and Buffalo Robes
This set includes one color filmstrip plus a script by the Madison Planning Department that could be used with a field trip or to promote an independent walking tour. The history and architectural style of eighteen downtown buildings are described as part of the mapped tours. Also, included are lists of historic University buildings and several buildings designed by Louis Henry Sullivan and Frank Lloyd Wright.

Lake Pollution in the Yahara Watershed (Middle and High School)
This set includes one color filmstrip which describes: 1. How the Yahara River Valley was reshaped by glacial action; how the Madison lakes were formed. 2. Changes in the watershed since Indian times, espeically the effects of urbanization. 3. The present problem--causes and proposed remedies. 4. Problems of implementation. The specific example of the Yahara Watershed is used to increase the student's understanding of how pollution problems develop, and some of the steps necessary in working out solutions (such as interpretation of historical changes, scientific analysis, government involvement).

Glacial Geology of Wisconsin (Middle School)

This set includes three color filmstrips: Part I, Introduction; Part II, How the Glacier Reshaped the Land; Part III and IV, Fossils and Economics. Through the use of pictures of the Wisconsin landscape including exciting aerial photography, this set interprets the effect that glaciers have had in shaping Wisconsin land forms. The student is encouraged to develop awareness of:

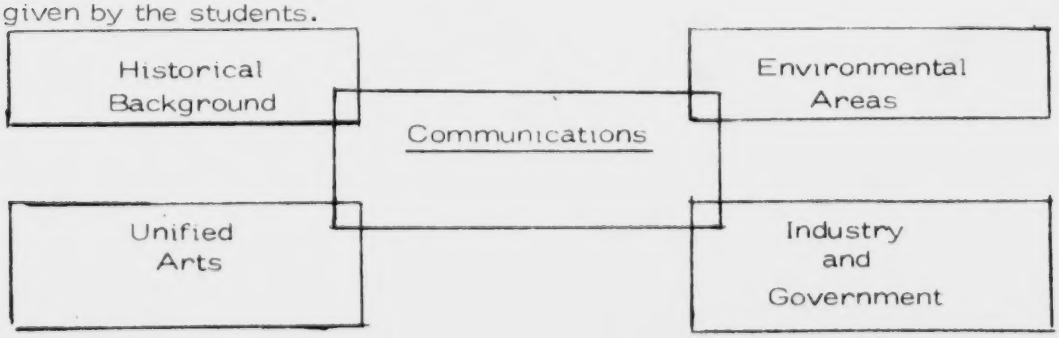
--the glacial history of Wisconsin
--the time that it took to develop glacial land forms
--the topographical effects of the glaciers in Wisconsin
--the economic use of glacial materials today
--the recreational use of glacial materials today
--the life during the Pleistocene

UTILIZATION OF LOCAL MATERIALS AS REFERENCE POINTS TO PROVIDE ACTIVE STUDENT INVOLVEMENT IN THE LEARNING PROCESS

In the evaluation of the use of instructional sets by the Department of Public Instruction, one of the difficulties found was in the lack of student involvement in the learning experience. The materials were being utilized without adaptation necessary to better fit the needs or interest of the students. It was concluded that many teachers needed guidelines or a more definite pattern to show how the materials could be more effectively used.

To attempt a "student-centered" focus the following organization is suggested using the concepts and behavioral goals found in the Seventh Grade Curriculum Guide "How To Build A City". It is felt that by a different development or organization of the learning experiences and media the student will be given a more active role in classifying, discussing, interpreting, evaluating, and discovering. Different methods of interpreting and comparing data will be used to answer his questions. The factors involved in this suggested guide are grouping of students, staff, materials, space, and time to focus the learning activity more directly on the student.

Grouping of students and staff into five reference points will give a simulative experience of concept VII "Within a city there may be many centers." It should also provide a more workable organization for better utilization of media to meet student needs. The following labels are suggested with final titles to be given by the students.



An interest questionnaire will be given to students to determine groupings. Each center will have a teacher as an Advisor and to provide a communication link and team planner for the activities.

Operation of Resource Center

1. Each teacher will serve as a resource advisor for one center.
2. Each student should be assigned charge of the center for a period twice a week.
3. Each group should schedule time for evaluation, review, and selections of materials.
4. All materials should be evaluated by at least two students and may be checked out by parents or Community Advisors for evaluation.
5. The students and teacher should devise their evaluation record card, keeping the following in mind:
   1. Content - accuracy; appropriate to purpose.
   2. Viewpoint - source of information.
   3. Value to the center - relevant to the needs of learners.
   4. Standard of quality.
6. A "core" of materials will be provided through Local Materials Center to illustrate:
   A. Many different sources from which materials are available.
   B. Many different types of media to use in Communication or reporting to others.
7. Principal and IMC personnel will assign the necessary space and work with teachers and students on materials selection.

Simulation Learning

Through simulation of the many different centers of Madison, opportunities will be provided for student involvement as well as possibilities for problem solving. Research relative to effective stimulation situations in the classroom is limited. However, a review of such research suggests that simulation is more effective than the conventional methods in gaining the student's interest and involvement. In studying Dale's "Cone of Educational Experiences" it becomes clear that contrived experiences or simulations are high on the scale.

Different types of instruction

In response to the concept "Within a city there may be many centers" each group will prepare a 15-20 minute description of the City of Madison from the viewpoint of their learning center. At this time problems related to their field will be identified and listed on a chart for future study.

Utilizing the value of large group discussion each group will report, share, and ask for reactions of the other groups. Where common problems are identified the teachers in their team planning session can schedule for groups to work together.

At times single groups will serve as the teacher and leader in presenting their ideas. An illustration on this would be the communication of groups' progress being maintained through a class newspaper or radio program sponsored by the Communication Center. This group should also provide students for teaching other groups needed techniques and skills such as the following:

1. Interviewing people in the community
2. Writing a news release.
3. Illustrating an idea through posters, slides, taped narration, etc.
4. Writing a script.

Space and Time

The principal, teachers, and IMC personnel will work together to assign the needed space for the collection of materials and for the students to preview different media, organize slides, and produce materials such as charts, graphs and posters needed to present their reports. The IMC Personnel and Learning Coordinators will provide the necessary communication to the Local Materials staff which will produce additional slides, transparencies, tapes, maps, or bulletin board materials or provide help to groups of students. The time schedule for this interdisciplinary unit on the city should be decided by the teachers and principals to meet their students' needs.